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ABSTRACT

This study, part of a larger project, reports information on the number of non-Canadian born children in opportunity classes and in the special vocational schools by sex, showing the mother tongue of the pupils and the percentage of non-Canadian-born pupils in these classes as compared to the general school population. In addition to obtaining information from student records in the computer service, this study developed a questionnaire to determine place of birth, mother tongue and parental occupation of Toronto school students on both the elementary and high school levels. The study reports the results according to country of birth, language, and socioeconomic status. The data show a variety of students in special classes from both high and low income homes and with both immigrant and non-immigrant status; however, proportions of these students in special classes vary in a pattern highly consistent with parental occupations, place of birth, and bilingualism. (Author/LAA)

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STUDENT'S BACKGROUND AND ITS RELATIONSHIP TO CLASS AND PROGRAMME IN SCHOOL

(The Every Student Survey)

E. N. Wright

December, 1970.

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STUDENT'S BACKGROUND AND ITS
RELATIONSHIP TO CLASS AND PROGRAMME IN SCHOOL

(The Every Student Survey)

THE REQUEST

Do a disproportionate number of the children of poor people and immigrants go to special classes?

The brief presented to Management Committee, February 10, 1970 by the Trefann Court mothers indicated that the answer was "yes." The trustees requested that a report be prepared giving detailed answers to the questions which were raised in the brief.

The Special Committee re Educating New Canadians on March 9, 1970 recommended as follows:

> "The Director of Education has been requested to report to the Committee on the number of non-Canadian born children in opportunity classes and in the special vocational and high schools, by sex, showing the mother tongue of the pupils and the percentage of non-Canadian born pupils in these classes as compared to the general school population."
>
> (Adopted by Board March 19, 1970)

PROCEDURES

In order to respond to the request. information about all students in the school system was necessary. The time of the year made it essential that the method of collecting the information provide the smallest possible interference with class and teacher time; therefore, it was decided that a brief questionnaire would be used. Although most of the necessary information did exist in the school records, it would take many years of clerical time to transcribe information from records regarding over a hundred thousand students. It seemed most efficient to ask the students, where possible, to complete the forms, allowing the principal to decide which data-gathering procedures he would use in his school. To reduce the amount of data collection in the school it was decided to utilize the small amount of information that exists on the student records in Computer Services, information about student's date of birth, age, sex, name, class, and student number. Further, this procedure made it possible to compare the data collected with the actual list of students in the data files compiled for attendance purposes, so that the number and grade levels of students who were missed in this net could be identified. Unlike ongoing record-keeping systems, a "one shot" data collection process does not make provision for feedback to complete records where information is not codable or incomplete. As will be observed, the data collection procedure was remarkably successful, although there was no opportunity to pilot test the system; completed forms were obtained for more than 97 per cent of the students who were on the attendance lists.

Questionnaire

It was necessary to identify place of birth and mother tongue: in previous New Canadian Studies simple categorizing of similar information provided useful analyses. Collecting information about whether or not students from low income homes were more likely to end up in special classes was a more difficult matter. Collecting information about parental income was out of the question. Since occupation of father and mother is a part of the school record information collected during student registration, it seemed a reasonable question to ask. Blishen (1967) has developed a scale for categorizing occupations. This is a Canadian scale based on occupational categories that are used by the Dominion Bureau of Statistics for census purposes. The scale ranks various occupations; the rank (developed by a regression equation) is a combination of education and income for each occupational category. This seemed well suited for the type of question being raised since it provided a numerical ranking for various occupations on the basis of both average income and average education.

It was recognized that there are many students who come from single parent homes. To avoid embarrassing the student by asking him the occupation of a parent who is dead or no longer in the home, it was thought wise to precede the question about occupation with a question relating to whether or not the student lived in a single parent home. Numerous rewrites resulted in the question "Are your parents alive and living with you?". It was believed that this positively worded question which would give no indication of the circumstances leading to the fact that the student lived in a single parent home, would not arouse any anxiety, but would rather reduce it. In retrospect, this particular question seems to have been the one that distressed the largest number of people.

Questionnaires and student labels were distributed to the schools two weeks in advance of the target date. To prevent duplicating information about students who were moving from one school to another, it was requested that all information be collected regarding the students listed on the register on a given day, May 1, 1970. Using the preprinted gummed labels prevented duplicate information about a given student; however, it did result in the loss of information on a few students who transferred around the target date. An additional couple of weeks were allowed before it was requested that the data be returned to the Research Department. Although it was over a month before the results from the last school were at hand, the thousands of papers came flooding back rapidly enough so that a team of coders could start working in May. A careful edit system was developed to provide a variety of internal consistency checks on the coding and every effort was made to assure the accuracy of the data. A few of the teachers in the primary grades and in kindergarten expressed some doubt as to the accuracy of the data on parent's occupation which were collected from the school records or the students. The analysis categorizes occupations, not jobs: in most cases, changing employers would not reflect a change in the kind of work done. The broader categories of occupational description are even less likely to reflect a change; therefore, somewhat out-of-date information on employers should not affect the results.

Negative Reactions

Quite rightly, the teachers in the lower grades and kindergarten were distressed by the tremendous work load imposed by this questionnaire. In the lower grades, it was necessary for the teacher to spend, in some instances, many hours phoning parents, checking records and talking to pupils. What was a very simple task in the senior grades was a very time-consuming one in the lower grades.

As a consequence, the amount of time required was a major concern expressed by teachers. The time of year further aggravated the situation:

> "During this particular time of year there is pressure enough on teachers without having such a report as this to do."

> "I resented the time involved in the completion of these forms."

> "How does the time spent on this questionnaire by these pupils have anything to do with the teachers?"

There was also a concern for the questions themselves:

> "Your questions are ill chosen and of an offensive nature."

and from a secondary school

> "The most disturbing aspect of this survey to me was the fact that I was open to information that I did not want to know -- information of the personal lives of my students."

This concern for personal information was reflected in the comments received from some parents

> "The information requested by the form and sent home with _____ should have no bearing on any child's education."

and from students

> "I am forbidden to do it."

> "I consider this an invasion of privacy."

The schools used various procedures to collect the information. In some instances the form was sent home, in other instances a revised form was sent home with the students. No objections were raised two years ago when the study of New Canadians in grades 5, 7 and 9 required information about the language spoken in the home, mother tongue, and country of birth.

Although occupation is asked for at registration time, it would appear that some parents and pupils as well as some of the teachers did not wish to have this question asked of the pupils. In spite of the fact that the question on family composition asked for no information regarding the circumstances surrounding the single family home, it appears that where the child's parents were separated or divorced, the question was sometimes upsetting to parents and/or teachers and, on at least two occasions, to a pupil.

There were, in addition, two or three second-hand reports of secondary school students who were either embarrassed or ashamed to report that English was not their first language. Similarly, there were at least one or two instances where students were reported to have been ashamed of their parents' occupations. Again, this comment, received second-hand, involved secondary school students. Probably, because of the time factor, proportionately more principals and teachers were unhappy about the questionnaire than were either students or parents.

The preceding comments, which represent only a few people, are reported because several respondents specifically requested that their concerns be made known. Typically, students, teachers and principals were very co-operative and appreciation is expressed here for their efforts; as will be seen, the response rate was excellent. The next section indicates the magnitude of their effort.

Time

A massive data collection process such as this had never been attempted before in the school system. In order to give some indication of the cost, in time, of continuing to rely on the present record-keeping system, information was collected on the time required from the schools.

Some teachers did not report the time they spent, therefore the total time reported will be conservative. Altogether, completing the forms required a total of:

[illegible] teacher hours,

[illegible] principal hours and

357 hours of office staff time,

and an additional 1,172 class hours.

> The average secondary school teacher spent 35½ minutes of his/her own time and 16 minutes of class time with the forms;
>
> the average senior school teacher spent 55 minutes of his/her own time and 26 minutes of class time;
>
> in the junior schools, the average teacher spent 93 minutes of his/her own time and 48 minutes of class time.

Although this time was distributed among literally thousands of people, it still indicates clearly the difficulties encountered in collecting what seems to be very simple information. It also indicates why some teachers, pupils and principals, are annoyed at requests for information regardless of its importance or utility.

(As an aside, it is noted that coding the data in the Research Department required 1820 hours, and keypunching the data required over 210 hours. Editing, and coding of special cases was in addition to this time.)

RESULTS

Completion Rate

At the end of April 1970, there were 106,921 students in the school system; 97.1 per cent of these students (103,818) completed usable forms. Secondary school students were more likely to be among those missed than elementary school students. This was partly because in many secondary schools it was extremely difficult to collect data for students who were absent during the data collection period. Except for this one difference, there seemed to be no other subgroup of students which had an unusually high rate of non-completion. As many of the data sheets as possible were retained for the analysis. Even among those students who wished to remain anonymous it was possible to use their results for most analyses since they were requested to include information about their grade, programme, age and sex. For all questions, however, there were always a few students (not the same ones) who did not or could not provide the necessary information. Consequently, in most of the tables a small number of students are reported as "no information." This accounts for slight variations in the total "N" among some tables. For example, some students were able to report their country of birth as Canada, but did not know their province of birth. A few other students did not report their parents' occupations; in addition, a small number of students reported only their parents' employers and it was impossible to ascertain what type of occupation their parents held.

Some General Characteristics of the Toronto School Population

Some general statistics compiled from the responses are of interest. For instance, of those students born in Canada, over 90 per cent were born

in Ontario, 1.6 per cent were born in Nova Scotia, 1.3 per cent in Quebec and .9 per cent in Newfoundland (see Table 1).

One-quarter of all students were not born in Canada. Italy, Portugal, Greece, England, the West Indies and China were the most frequently reported places of birth by those students who were not born in Canada (see Table 2). Although these countries have provided the largest number of our students, the number of other countries from which 25 or more students came is astounding.

Of all students in the school system, 27.3 per cent reported learning English as a second language. Table 3 lists the mother tongue of students who learned English as a second language. Italian, Portuguese, Greek and Chinese are the most common languages reported by these students. Another 14 per cent of the students reported learning English and their mother tongue at the same time (see Table 4). From these two tables, we note that English was not the mother tongue of over 40 per cent of the students in the Toronto school system. The multi-ethnic character of the school population is amply indicated by both the data on languages as well as the preceding data on the country of birth.

In analyzing the data on parental occupations, it was observed that only 84.1 per cent of the students lived in a home where both parents were present; 12.2 per cent where mother only was present; 1.7 per cent lived in a home where father only was present; 1.6 per cent lived in a home where neither parent was present and for an additional .4 per cent no information was available.

Children who learned English as a second language were more likely to come from a home where both parents were present. Of these students who were not born in Canada 92.1 per cent live with both parents. Of these students who were born in Canada 91.2 per cent live with both parents. Among the students for whom English was a mother tongue, 78.5 per cent

TABLE 1

PROVINCE OF BIRTH FOR THE CANADIAN BORN STUDENTS*

Province	Number of Students	Per Cent of Students
Ontario	69833	90.70
No Information	2178	2.83
Nova Scotia	1245	1.62
Quebec	1022	1.33
Newfoundland	704	.91
New Brunswick	655	.85
British Columbia	365	.47
Manitoba	332	.43
Alberta	325	.42
Saskatchewan	165	.21
Prince Edward Island	157	.20
North West Territories	11	.01
TOTAL	76992	99.98

* 74.16 per cent of all students were born in Canada. Total number of students for whom information was available 103818.

TABLE 2

COUNTRY OF BIRTH FOR THE NON-CANADIAN BORN STUDENTS

Country of Birth	Number of Students	Per Cent of Students
Italy	7015	26.20
Portugal (Azores, Macao)	3982	14.87
Greece	2382	8.89
England	1883	7.03
West Indies	1643	6.13
China and Hong Kong	1614	6.03
Poland	883	3.30
Jugoslavia	870	3.25
United States	793	2.96
Germany	708	2.64
Scotland	625	2.33
Czechoslovakia	312	1.17
India and Ceylon	296	1.11
Hungary	279	1.04
Unclassified Countries*	265	.99
France	233	.87
Ireland	221	.83
Guyana and British Guiana	213	.80
No Information	204	.76
Malta	181	.68
Belgium	148	.55
Brazil	146	.55
Australia	145	.54
Argentina	140	.52
Finland	117	.44
Austria	114	.43
Netherlands	108	.40
Cyprus	103	.39
Spain	98	.37
Formosa and Taiwan	97	.36
Korea	85	.32
Venezuela	81	.30
Japan	77	.29
Phillipines	70	.26
South Africa	69	.26
Turkey	67	.25
Israel	63	.24
Switzerland	55	.21
Egypt	54	.20
Sweden	43	.16
Uraguay	35	.13
Denmark	32	.12
Russia	28	.11
Kenya	27	.10
Pakistan	26	.10

* See Appendix for list of Unclassified Countries

...continued

TABLE 2

COUNTRY OF BIRTH FOR THE NON-CANADIAN BORN STUDENTS (Continued)

Country of Birth	Number of Students	Per Cent of Students
Rumania	17	.06
Indonesia	15	.06
Ukraine	15	.06
New Zealand	14	.05
Syria	13	.05
Malaya	12	.05
East Africa	11	.04
Ethiopia	10	.04
Tanzania	7	.03
Jordan	6	.02
Mexico	6	.02
Ghana	5	.02
Rhodesia	5	.02
Bolivia	4	.02
Singapore	4	.02
Lithuania	3	.01
Tangiers	3	.01
TOTAL	26778	100.01

TABLE 3

MOTHER TONGUE OF STUDENTS WHO LEARNED ENGLISH AS A SECOND LANGUAGE

Mother Tongue	Number of Students	Per Cent of Students
Italian	10006	35.27
Portuguese	4036	14.23
Greek	3278	11.55
Chinese	2750	9.69
Polish	1299	4.58
Ukrainian	1074	3.79
German	941	3.32
Jugoslavian	760	2.68
French	555	1.96
Hungarian	458	1.61
No Information	400	1.41
Macedonian	363	1.28
Spanish	299	1.05
Czechoslovakian	238	.84
Estonian	196	.69
Latvian	182	.64
Lithuanian	168	.59
Indian - Pakistani	162	.57
Finnish	149	.53
Maltese	142	.50
Japanese	107	.38
Unclassified Languages	91	.33
Dutch	89	.31
Russian	77	.27
Korean	73	.26
Croatian	68	.24
Slovakian	68	.24
Arabic	38	.13
Hebrew	35	.12
Serbian	33	.12
Turkish	32	.11
Slovenian	27	.09
Armenian	26	.09
Rumanian	23	.08
Austrian	19	.07
Indian (North American)	18	.06
Danish	17	.06
Yiddish	17	.06
Swedish	14	.05
Bulgarian	13	.05
Gaelic	10	.03
West Indian Languages	7	.03
Norwegian	5	.02
Indonesian	4	.01
TOTAL	28368	99.99

* See Appendix for list of Unclassified Languages

TABLE 4

MOTHER TONGUE OF STUDENTS WHO LEARNED ENGLISH
AND MOTHER TONGUE AT THE SAME TIME

Mother Tongue	Number of Students	Per Cent of Students
Italian	3744	25.79
Greek	1316	9.07
Chinese	1222	8.42
Ukrainian	1212	8.35
Polish	1185	8.16
German	1063	7.32
French	813	5.60
Portuguese	780	5.37
Hungarian	331	2.28
Macedonian	304	2.09
Jugoslavian	291	2.01
Lithuanian	204	1.41
Estonian	188	1.29
Latvian	164	1.13
Japanese	151	1.04
Maltese	147	1.01
Spanish	146	1.01
No Information	144	.99
Indian - Pakistani	133	.92
Finnish	113	.78
Russian	108	.74
Hebrew	104	.72
Unclassified Languages*	103	.71
Dutch	92	.63
Czechoslovakian	73	.50
Yiddish	71	.49
Croatian	32	.22
Slovakian	32	.22
Danish	27	.19
Gaelic	26	.18
Swedish	25	.17
Serbian	25	.17
Indian (North American)	24	.17
Armenian	22	.15
Austrian	14	.10
Arabic	14	.10
Slovenian	13	.09
Rumanian	12	.08
Turkish	12	.08
Bulgarian	12	.08
Korean	10	.07
Norwegian	7	.05
Indonesian	5	.03
West Indian Languages	1	.01
TOTAL	14515	99.99

* See Appendix for list of Unclassified Languages

of those born in Canada came from a home where both parents were present and 81.8 per cent of those not born in Canada but who had English as a mother tongue came from a home where both parents were present. Of all students who came from homes where both parents were present, 36.3 per cent of them reported their mother as employed.

Analysis and Presentation of Results

Within the Toronto school system, there are different grades, there are schools which are ungraded, there are various special classes, and there are various branches and programmes at the secondary level. The students are of different ages, they have come from various countries, and they speak various languages. There are many possible ways to present the results. We could, for example, present student characteristics for every grade and every age. We have, however, selected for presentation those data which demonstrate the patterns and trends which were observed. Many categories of students have been condensed; for example, the more than three hundred occupations have been condensed into 15 categories.

To present the literally hundreds of tables necessary to give a complete description of the students would obscure the questions that were to be answered. The complete set of tables can be made available to anyone who requests them. In addition, more elaborate analyses can be made and it is hoped that people who wish to examine data for a specific situation will request further analyses.

Country of Birth and Language

As with the previous New Canadian studies, four categories were established to describe the "immigrant" status of the students:

(1) students born in Canada, English the first language;

(2) students born in Canada, English not the first language (this category includes both those students who learned English as a second language and those students who learned English and another language at the same time);

(3) students not born in Canada, English the first language;

(4) students not born in Canada, English not the first language or another language and English learned at the same time.

Frequently, in other reports, category 2 has been referred to as "second generation" immigrants. Categories 2 and 4 have been referred to as English "bilingual" students. All these labels facilitate communication but do not provide an accurate picture of the variety of students included. It is likely that many of the students in categories 2 and 4 do not speak English and the other language with equal fluency and are not genuinely bilinguals inasmuch as one of the languages, be it English or another tongue, is neither well spoken nor well understood at present.

Socio-Economic Status

As noted previously, Blishen (1967) developed a socio-economic index for occupations in Canada. The occupational categories are those used by the Dominion Bureau of Statistics for census purposes. The number which Blishen reports was calculated from census data by combining the average income and the average educational level found in Canada for each of the occupations. While his scale does not always provide an accurate index of a specific person's status, it is suitable when dealing with a large number of students where only averages are required. Thus, the category "teacher" includes first-year teachers with minimum qualifications and teachers in the highest salary categories with many years of experience. The lack of validity in the scales' description of

an individual is also illustrated by the fact that the manager of an entertainment business includes the manager of the O'Keefe Centre, the manager of a small movie theatre and the manager of a dance hall.

Blishen's scale was calculated only for men; his categories were also used to categorize the women's occupations and this affects the data when the head of the household is a woman. For this report Blishen's more than 300 numerical categories were condensed to 8 categories. Blishen's categories were not suitable for coding some of the occupations. Additional categories were needed for the following situations. A few parents were reported as retired or on pension (it not being indicated whether this was a disability pension or retirement pension) and others were reported on Workman's Compensation; these were grouped together. Another category included the head of the household as on Welfare or Mother's Allowance. Still another category was required for parents attending some form of full-time education: it was not always possible to determine from the students' replies whether parents who were reported as attending school were at university, trade schools, or were attending a programme under the adult retraining scheme which permits a small allowance for the family. "Unemployed" was reported by 3.15 per cent of the students. In 4.4 per cent of the replies "Housewife" or a similar phrase was used to describe the occupation of the head of the household. Finally, there were 98 students who were assigned a special category of their own because they were living on their own. The categories and percentages for the whole school system are reported in Table 5. Although these categories are not perfect, they make fairly clear distinctions between those with low income occupations and those with high income occupations.

TABLE 5

SOCIO-ECONOMIC CODES FOR HEAD OF HOUSEHOLD

Category Number	Blishen's Category	Description of Category	Percentage of Toronto Students
1		no information or unknown	2.86
2	25 to 31.99	labourers, truck drivers, taxi drivers, waiters and porters	42.74
3	32 to 34.99	bartenders, sheetmetal workers, mechanics and repairmen	7.68
4	35 to 38.99	sales clerks, jewellers, stationary engineers and machinists	4.97
5	39 to 42.99	pressmen, printing workers, electricians, members of the armed forces and clerical occupations	9.27
6	43 to 49.99	actors, tool and die makers, medical and dental technicians, embalmers, real estate salesmen, engravers	6.09
7	50 to 54.99	musicians, stenographers, athletes	4.35
8	55 to 65.99	clergymen, various owners and managers, insurance salesmen, librarians	4.68
9	66 to 76.99	teachers, professional engineers, physicians, lawyers, accountants, computer programmers, air pilots	8.00
10		retired, pension or on Workman's Compensation	.70
11		Welfare, Mother's Allowance	.37
12		attending university or other full-time education, including adult retraining	.64
13		unemployed	3.15
14		housewife (of relevance in single parent families)	4.40
15		student on his own, either self-supporting, on welfare, or drawing an allowance from his parents	.09

Special Classes

Special classes have been renamed. This report refers to the old labels. It was the old labels that were used in the questions and in the analyses; it was necessary to take into account the various kinds of special classes as they existed in the school system. The junior, intermediate and non-grouped opportunity classes; the orthopaedic opportunity classes; the pre-vocational classes, and in the senior schools, the academic-vocational classes; were, for this report, grouped together as Special Class "A." All other special classes, including the Metropolitan School for the Deaf, rehabilitation classes, aphasic classes, health classes, limited vision classes, dyslexic classes and hospital classes were grouped under a second heading, Special Class "B." At the secondary level, the special vocational classes were included in the group, Special Class "A."

Students in attendance at a special English class had not been assigned to any grade and were not included in analyses because they have no placement beyond that providing instruction in English as a second language. When analyses were based on grade, it was not possible to include students in non-graded programmes. Thus, when the tables report "no information" with respect to grade and class placement, students in non-graded programmes and New Canadian classes account for most of the cases.

Age

It was difficult to select ways to present the data so that they were undistorted for several reasons. For example, socio-economic status is not similarly distributed through all grades. Students in the higher grades tend to have older parents, and older parents have had more time and opportunity to change and improve their occupations than younger parents.

Therefore, there is a tendency for there to be slightly more people in the lower socio-economic category in the lower grades than in the higher grades.

Students are compelled to attend school until age 16 but attendance at school is not compulsory after that age. Similarly, attendance at junior kindergarten is not compulsory and indeed junior kindergartens are not available to all students in the system. If certain groups of people are more likely than others to drop out at age 16, then to include the people over 16 may distort the data as they regard people from that specific group. Finally, in the regular grades, students are generally promoted on the basis of academic success. (Later on in the report it will be seen from the tables that there is probably less social promotion than some people assume.) In special classes such as opportunity and special vocational schools, movement from class to class and building to building is determined primarily by age. To accommodate these problems all the data were run four times: they were run both in terms of grade and programme, and also in terms of age, first for the questions about New Canadians, and second for the questions about occupation.

Table 6 reports the number of students by year of birth. By examining the number of students one can see the effect, at ages 14 and 15, of the addition of graduates from the separate school system and also of the addition of students from East York to the special vocational schools and the two-year programmes.

In analyses, students were reported to be either "below," "at," or "above" expected grade placement. The reader is warned that these figures, and indeed any age-grade statistics, do not necessarily represent either actual accelerations or failures. Students who enter the Toronto school system

having attended another school system may be placed a grade above or below their age mates. Also, at the secondary school level it is possible for a student to require an additional year if he changes from one branch or programme to another. Nonetheless, it was helpful to describe the students in terms of whether they were above or below the grade they might be expected to be in based on their ages.

"New Canadians" and Special Class Placement

This section analyzes the elementary and secondary school placement of students by the four New Canadian categories and by sex. A separate section describes students on the basis of year of birth. Students who were recent arrivals in Canada, and attending New Canadian classes, had not been placed in any grade or programme; therefore, they could not be included in the analyses by grade. Students who were in ungraded programmes were included with the grade 1 through grade 8 students where possible.

Elementary School

Table 9 reports the proportions of students, male and female, in junior kindergarten, senior kindergarten and grade 1. The students in Group 2, born in Canada with English as a second language, i.e. "second generation," are more likely to be found in junior kindergarten than any other group. Calculations using the number of senior kindergarten and grade 1 students as a basis, show that approximately 32 per cent of Group 1, 44 per cent of Group 2 and 25 per cent of both Groups 3 and 4 go to junior kindergarten. There are no significant variations in the proportions of male and female students within each group attending the junior kindergarten programmes.

TABLE 6

DISTRIBUTION OF STUDENTS BY AGE

Year of Birth	Expected Grade Placement For School Year 1969-1970	Age in 1969	Number
1965 (or earlier)	Junior Kindergarten	4	3348
1964	Senior Kindergarten	5	7819
1963	1	6	7984
1962	2	7	7801
1961	3	8	7612
1960	4	9	7749
1959	5	10	7560
1958	6	11	7155
1957	7	12	7178
1956	8	13	7284
1955	9	14	7609
1954	10	15	7977
1953	11	16	6260
1952	12	17	5226
1951	13	18	3257
1950 (or later)		19+	1989
No information			10
TOTAL			103818

TABLE 7

KINDERGARTEN AND GRADE 1 ATTENDANCE
(CATEGORIZED AS TO WHETHER THE STUDENT WAS
BORN IN CANADA AND WHETHER ENGLISH WAS THEIR MOTHER TONGUE)

Student Background	Percentage of Students						
	Junior Kindergarten		Senior Kindergarten		Grade 1		
	Male (N=1422) %	Female (N=1320) %	Male (N=4125) %	Female (N=3803) %	Male (N=4284) %	Female (N=3899) %	Total (N=8183) %
1. Born in Canada, English a first language	47.3	51.6	52.7	51.9	51.1	50.5	50.8
2. Born in Canada, English a second language	36.4	34.2	27.6	27.9	25.7	27.1	26.3
3. Not born in Canada English a first language	3.8	3.2	4.3	4.6	5.4	5.2	5.3
4. Not born in Canada, English a second language	12.0	10.8	15.0	15.0	17.3	16.8	17.1
No information	.5	.2	.3	.5	.5	.4	.4
TOTAL PERCENTAGES	100.0	100.0	99.9	99.9	100.0	100.0	99.9

As has already been described, special classes were divided into two groups; group "A" includes opportunity, academic vocational, and pre-vocational classes, group "B" includes the deaf, limited vision classes, etc. All elementary school students except kindergarten students are included in Table 8. Again, Group 2 shows a distinctive pattern. These students are less likely to be found in Special Class "A" and more likely to be found in Special Class "B" than any other group. A special analysis was done for students in the Metropolitan School for the Deaf. Their mother language could be estimated only on the basis of other data because of their handicaps. It was noted, however, that, of the students inferred to have a mother language other than English, 55 per cent would have had Italian as their mother tongue. Table 8 shows both Canadian born, English as a mother tongue (Group 1) and non-Canadian born, English as a second language (Group 4) as having similar proportions in the Special Class "A." At the elementary level immigrants and non-immigrants appear in special classes such as "opportunity" in similar proportions.

Table 9 shows that for all groups, males are roughly twice as likely to be in special classes as females.

Secondary School

Table 10 includes all secondary school students except those in full-time special English classes. Consistent with elementary school results, Group 2 is least likely to be in a special vocational programme or 2 - 3-year programme. They are more likely to attend the five-year programme than any other group. At the secondary level, Group 3 and Group 1 (both groups speak English as a mother tongue) seem very similar. Group 4, the non-English speaking immigrants, is more likely to be in a special vocational and 2 - 3-year programme and less likely to be in a five-year programme than any other group. Table 11 subdivides the groups by

TABLE 8

SPECIAL CLASSES ATTENDED BY ELEMENTARY SCHOOL STUDENTS
(CATEGORIZED AS TO WHETHER OR NOT THEY WERE
BORN IN CANADA AND WHETHER ENGLISH WAS THEIR MOTHER TONGUE*)

Background Code	N	Grade 1 - 8** %	Special Class "A" %	Special Class "B" %	Total %
1	33249	93.8	4.5	1.7	100.0
2	14013	95.2	2.6	2.2	100.0
3	3044	95.4	3.4	1.1	99.9
4	10968	94.0	4.9	1.0	99.9
TOTAL	61412[a]	94.2	4.1	1.7	100.0

* See text for categories.

** Ungraded classes included, kindergarten and special English classes not included.

a No information for 138 students.

TABLE 9

SPECIAL CLASSES ATTENDED BY ELEMENTARY SCHOOL STUDENTS (CATEGORIZED AS TO WHETHER OR NOT THEY WERE BORN IN CANADA, WHETHER ENGLISH WAS THEIR MOTHER TONGUE,* AND BY SEX)

Background Code	N	Grade 1 - 8** %	Special Class "A" %	Special Class "B" %	Total %
1 - Male	17109	92.5	5.2	2.3	100.0
1 - Female	16140	95.2	3.7	1.1	100.0
2 - Male	7081	94.1	3.4	2.5	100.0
2 - Female	6932	96.3	1.8	1.9	100.0
3 - Male	1564	94.2	4.3	1.5	100.0
3 - Female	1480	96.8	2.4	.8	100.0
4 - Male	5628	92.7	6.2	1.1	100.0
4 - Female	5340	95.5	3.6	.9	100.0
TOTAL	61412[a]	94.2	4.1	1.7	100.0

* See text for categories.

** Ungraded classes included, kindergarten and special English classes not included.

a No information for 138 students.

TABLE 10

PROGRAMMES ATTENDED BY SECONDARY SCHOOL STUDENTS
(CATEGORIZED AS TO WHETHER OR NOT THEY WERE
BORN IN CANADA AND WHETHER ENGLISH WAS THEIR MOTHER TONGUE)*

Background Code	N	Programme				Total
		Special Vocational	2 & 3 Year	4 Year	5 Year	
		%	%	%	%	%
1	16041	6.6	8.5	27.8	57.1	100.0
2	4653	4.0	4.4	20.4	71.2	100.0
3	1953	5.3	7.8	29.7	57.2	100.0
4	7933	8.4	12.5	28.0	51.1	100.0
TOTAL	30624**	6.6	8.9	26.9	57.7	100.1

* See text for categories.

** No information for 44 students.

TABLE 11

PROGRAMMES ATTENDED BY SECONDARY SCHOOL STUDENTS
(CATEGORIZED AS TO WHETHER OR NOT THEY WERE BORN IN CANADA,
WHETHER ENGLISH WAS THEIR MOTHER TONGUE,* AND BY SEX)

Background Code	N	Programme				
		Special Vocational %	2 & 3 Year %	4 Year %	5 Year %	Total %
1 - Male	8819	7.6	9.7	28.3	54.4	100.0
1 - Female	7219	5.3	7.1	27.1	60.5	100.0
2 - Male	2303	4.1	5.5	20.5	69.9	100.0
2 - Female	2349	3.8	3.3	20.3	72.5	99.9
3 - Male	1119	6.3	7.5	30.1	56.0	99.9
3 - Female	834	3.8	8.3	29.1	58.8	100.0
4 - Male	4472	7.1	11.4	28.7	51.4	100.0
4 - Female	3458	8.3	13.9	27.2	50.7	100.1
TOTAL	30624**	6.6	8.9	26.9	57.7	100.1

* See text for categories.

** No information for 51 students.

sex. Again, Group 4 is distinctive: among immigrant students who learned English as a second language, females are more likely than males to be in the special vocational or 2 - 3-year programmes.

Age on Arrival

Previous studies (Wright, 1970) have shown a clear relationship between academic performance and age on arrival of immigrant students. Relationships existed even for English speaking immigrants. Table 12 presents the data for English speaking students in secondary school. Students over 16 and under 6, on arrival, are the least likely to be found in special vocational programmes and most likely to be found in five-year programmes. In the 2 - 3-year programme the sharpest division is between the ages of 11 and 12. The older arrivals are more likely than the younger arrivals to be in the 2 - 3-year programme. Table 13 subdivides these students by sex. Males are consistently more likely than females to be in special vocational programmes. The 2 - 3-year programme differences are accounted for by the females; those arriving at ages 7 to 11 being less likely to attend than males; the pattern reverses itself with those 16 or over on arrival. The inverse is seen in the five-year programmes.

For those immigrants who learned English as a second language, the results are found in Table 14. Here, those who are 7 to 11 on arrival are the most likely to be found in a special vocational programme and those over 16 are least likely to be found in this programme. The students who arrive at ages 12 to 15 are the most likely to be in the 2 - 3-year programmes; those 7 to 11 are the next most likely. The students 6 or younger and 16 or older on arrival are most likely to be attending five-year programmes. In Table 15, which analyzes the data by sex, the significant differences are found in the 2 - 3-year programme, with the females much more likely to attend than males except for the 6 and younger group in which the males are the more likely to attend.

TABLE 12

PROGRAMMES ATTENDED BY SECONDARY SCHOOL STUDENTS
NOT BORN IN CANADA FOR WHOM ENGLISH WAS THE MOTHER TONGUE
(CATEGORIZED BY AGE ON ARRIVAL)

Age on Arrival	N	Programme				Total
		Special Vocational %	2 & 3 Year %	4 Year %	5 Year %	%
1 to 6	871	2.5	5.2	31.7	60.6	100.0
7 to 11	342	7.3	5.9	31.9	55.0	100.1
12 to 15	525	9.7	10.7	27.2	52.4	100.0
16 and over	177	1.7	15.3	24.3	58.8	100.1
TOTAL	1953*	5.3	7.8	29.7	57.2	100.0

* No information for 38 students.

TABLE 13

PROGRAMMES ATTENDED BY SECONDARY SCHOOL STUDENTS
NOT BORN IN CANADA FOR WHOM ENGLISH WAS THE MOTHER TONGUE
(CATEGORIZED BY AGE ON ARRIVAL AND SEX)

Age on Arrival	N	Programme				Total
		Special Vocational %	2 & 3 Year %	4 Year %	5 Year %	%
1 to 6 - Male	507	3.2	5.9	29.4	61.5	100.0
1 to 6 - Female	364	1.6	4.1	34.9	59.3	99.9
7 to 11 - Male	211	14.1	11.5	25.5	48.9	100.1
7 to 11 - Female	131	7.6	4.6	25.2	62.6	100.0
12 to 15 - Male	280	12.5	10.4	28.6	48.6	100.1
12 to 15 - Female	245	6.5	11.0	25.7	56.7	99.9
16 and over - Male	104	2.9	10.6	25.0	61.5	100.0
16 and over - Female	73	-	21.9	23.3	54.8	100.0
TOTAL	1953*	5.3	7.8	29.7	57.2	100.0

* No information for 38 students.

TABLE 14

PROGRAMMES ATTENDED BY SECONDARY SCHOOL STUDENTS
NOT BORN IN CANADA FOR WHOM ENGLISH WAS NOT THE MOTHER TONGUE
(CATEGORIZED BY AGE ON ARRIVAL)

Age on Arrival	N	Programme				Total
		Special Vocational %	2 & 3 Year %	4 Year %	5 Year %	%
1 to 6	3142	6.1	6.0	28.8	59.2	100.1
7 to 11	2114	15.0	13.2	24.8	47.1	100.1
12 to 15	2060	6.5	22.0	30.9	40.6	100.0
16 and over	477	1.1	5.0	28.1	65.8	100.0
TOTAL	7930*	8.4	12.5	28.0	51.1	100.0

* No information for 137 students.

TABLE 15

PROGRAMMES ATTENDED BY SECONDARY SCHOOL STUDENTS
NOT BORN IN CANADA FOR WHOM ENGLISH WAS NOT THE MOTHER TONGUE
(CATEGORIZED BY AGE ON ARRIVAL AND SEX)

Age on Arrival	N	Programme				Total
		Special Vocational	2 & 3 Year	4 Year	5 Year	
		%	%	%	%	%
1 to 6 - Male	1763	6.1	7.5	27.9	58.5	100.0
1 to 6 - Female	1379	5.9	4.0	30.0	60.0	99.9
7 to 11 - Male	1211	14.1	11.5	25.5	48.9	100.0
7 to 11 - Female	903	16.1	15.4	23.9	44.6	100.0
12 to 15 - Male	1133	7.0	19.6	33.5	40.0	100.1
12 to 15 - Female	927	5.9	24.9	27.7	41.4	99.9
16 and over - Male	304	1.0	3.3	28.9	66.8	100.0
16 and over - Female	173	1.2	8.1	26.6	64.2	100.1
TOTAL	7930*	8.4	12.5	28.0	51.1	100.0

* No information for 137 students.

Occupation and Special Class Placement

For these analyses the occupation of the head of the household has been categorized into 8 ordered groups (numbers 2 to 9). Additional categories are used to describe the unemployed, pensioners, welfare recipients, etc. In spite of the limitations of the occupational scale, which have been discussed, the clear pattern of results should give the reader confidence in this mode of analysis. The categories for class and programme are handled as they were in the previous section. Additional analyses, subdividing by sex, were not conducted for occupations; nor were analyses done in terms of mother's occupation or single parent families.

Elementary School

Table 16 presents all the elementary school data. Attendance at junior kindergarten is similar for all but the highest occupational category. In separate calculations using the senior kindergarten and grade 1 to estimate potential attendance it was found that 33 per cent to 37 per cent of the students in Groups 2 to 8 attend junior kindergarten, but only 21 per cent of those children, whose parents are professionals (Group 9) attend. Group 12 is unusual; 63 per cent of these children attend junior kindergarten. This small group of children have parents who are attending school or adult retraining; it is likely, also, that parents in this group tend to be younger.

Significant patterns are found in the Special Class "A" group. It will be noted that there is a steady decrease of the proportion of students in these classes as one moves up the occupational categories. All these occupational groups show much lower proportions than the single parent family (mother a housewife) which is a lower proportion than that of the unemployed. The "welfare" group shows the highest proportion in these special classes. The pattern reverses itself in the Special Class "B" but is far less dramatic. No explanation is offered for Group 5's unusual pattern.

TABLE 16

PROGRAMMES ATTENDED BY ELEMENTARY SCHOOL STUDENTS
(CATEGORIZED BY OCCUPATION OF HEAD OF HOUSEHOLD)

Occupation	N	Jr. Kind. %	Sr. Kind. %	Grade 1 - 8* %	Special Class "A" %	Special Class "B" %	Total %
2 - labourers, taxi drivers, etc.	32160	4.1	10.9	79.8	4.1	1.1	100.0
3 - sheetmetal workers, mechanics, etc.	5555	4.4	12.0	78.5	3.7	1.3	99.9
4 - sales clerks, machinists, etc.	3402	3.9	10.4	81.0	3.4	1.3	100.0
5 - printing workers, electricians, etc.	6434	3.6	10.0	81.5	2.1	2.8	100.0
6 - dental technicians, embalmers, etc.	3935	3.5	9.4	83.2	1.9	2.0	100.0
7 - musicians, athletes, etc.	2983	3.8	11.2	81.6	1.4	1.9	99.9
8 - clergymen, librarians, etc.	3159	3.7	12.2	81.2	.8	2.1	100.0
9 - accountants, engineers, laywers, etc.	5630	2.4	11.8	84.3	.2	1.3	100.0
10 - retired, Workman's Compensation	263	2.7	8.4	78.7	8.0	2.3	100.1
11 - Welfare, Mother's Allowance	283	3.5	12.0	70.0	13.4	1.1	100.0
12 - university student, adult retraining	529	10.2	18.5	68.2	1.7	1.3	99.9
13 - unemployed	2118	2.7	7.7	79.7	8.7	1.0	99.8
14 - housewife	3690	2.9	11.1	77.4	7.1	1.4	99.9
TOTAL	72106**	3.8	11.0	80.3	3.5	1.4	100.0

* Ungraded classes included, special English classes not included.

** No information for 1965 students ; no students in occupational category 15.

Secondary School

The patterns reported for the elementary school are present in the secondary school although they appear more dramatic (Table 17). The special vocational programme has proportionately fewer students from each of the occupational categories as they are considered in ascending order. The same is true for the 2 - 3-year programme. The students whose parents are retired or on pensions (Group 10) are similar to Group 4. Again, for the other special categories, the pattern in special vocational classes is "Housewife" (mother only), "Unemployed" and "Welfare" in ascending order. In the 2 - 3-year programme there is a change with the pattern being "Unemployed," "Housewife" and "Welfare" in ascending order. The total number of students in the Welfare and Mother's Allowance group is small because few students used those words to describe the parent's occupation. The group is nonetheless significantly different from the others. The five-year programme, clearly shows a pattern that is the reverse of the special vocational programme. The four-year programme has a pattern similar to the 2 - 3-year programme although there is less variation among the special categories.

Analysis by Year of Birth

A totally different way of looking at the students is to divide them by year of birth. Such a procedure takes into account possible over-representation of groups because of different patterns of attendance outside the compulsory schooling age. The basic data are presented in Table 18.

At any age, a student may be at the grade level which his age would lead you to expect, below that grade level, above that grade level, in a special class, or no information is available. An examination of the table shows a pattern of change from year to year that is sharply broken for students

TABLE 17

PROGRAMMES ATTENDED BY SECONDARY SCHOOL STUDENTS
(CATEGORIZED BY OCCUPATION OF HEAD OF HOUSEHOLD)

Occupation	N	Secondary School Programme				Total
		Special Vocational %	2 & 3 Year %	4 Year %	5 Year %	%
2 - labourers, taxi drivers, etc.	11399	9.0	12.8	31.7	46.5	100.0
3 - sheetmetal workers, mechanics, etc.	2312	6.5	8.7	29.4	55.5	100.1
4 - sales clerks, machinists, etc.	1693	5.4	6.6	27.6	60.4	100.0
5 - printing workers, electricians, etc.	3060	3.8	6.4	28.7	61.1	100.0
6 - dental technicians, embalmers, etc.	2311	3.2	4.9	23.7	68.2	100.0
7 - musicians, athletes, etc.	1496	1.2	3.2	21.6	74.1	100.1
8 - clergymen, librarians, etc.	1661	1.9	3.4	17.1	77.7	100.1
9 - accountants, engineers, lawyers, etc.	2609	.5	1.2	8.7	89.7	100.1
10 - retired, Workman's Compensation	445	5.8	4.7	28.5	60.9	99.9
11 - Welfare, Mother's Allowance	98	28.6	24.5	25.5	21.4	100.0
12 - university student, adult retraining	96	5.2	10.4	25.0	59.4	100.0
13 - unemployed	301	22.1	13.1	29.1	35.7	100.0
14 - housewife	1451	13.6	15.5	32.2	38.7	100.0
15 - student on his own	60	-	5.0	33.3	61.7	100.0
TOTAL	30624*	6.6	8.9	26.9	57.7	100.1

* No information for 1132 students.

TABLE 18

DISTRIBUTION OF ALL STUDENTS BY GRADE AND YEAR OF BIRTH

Year of Birth	N	Grade Level			Special Class*		Not Known **	Total
		Below %	As Expected %	Above %	"A" %	"B" %	%	%
1965 or Earlier	3348	-	81.2	7.8	0.4	1.2	9.5	100.1
1964	7819	0.3	98.6	0.5	-	0.6	0.1	100.1
1963	7984	1.6	88.3	0.8	0.1	1.3	7.8	99.9
1962	7801	13.2	76.5	1.3	0.8	1.8	6.4	100.0
1961	7612	16.2	73.2	1.5	2.2	2.1	4.8	100.0
1960	7749	19.6	67.7	3.4	3.2	1.9	4.3	100.1
1959	7560	22.6	64.9	4.7	4.2	1.4	2.2	100.0
1958	7155	27.0	59.8	5.9	4.4	1.4	1.6	100.1
1957	7178	30.0	54.2	7.1	5.6	1.1	2.0	100.0
1956	7284	23.6	49.4	12.5	10.8	0.8	2.9	100.0
1955	7609	23.0	53.4	8.2	12.8	0.5	2.1	100.0
1954	7977	41.4	38.3	9.0	8.8	0.5	1.8	99.8
1953	6260	45.4	38.8	10.7	4.9	-	0.3	100.1
1952	5226	48.6	37.9	10.4	2.8	-	0.4	100.1
1951	3257	62.1	35.4	-	1.8	-	0.7	100.0
1950 or Later	1989	98.4	-	-	0.8	-	0.8	100.0

NOTE: Total Number = 103,808; no information regarding date of birth for 10 students.

* Special classes are divided into two groups - "A" includes Opportunity and Vocational; "B" includes classes such as Rehabilitation, Hard of Hearing, and Health.

** Students in ungraded programmes, New Canadian classes or for whom information was not available regarding placement are included under this heading.

born in 1956 and 1955. This is a point at which the total number of students shows an increase. It seems likely that the changes in pattern reflect the addition of students from the separate schools and East York into certain secondary school programmes. A complete set of tables subdivided by background code and another subdivided by occupation was run. The patterns within these two sets of tables are consistent. For clarity and brevity only three ages are selected for presentation in this report, students born in 1963, 1958 and 1953. These students were respectively, 6, 11 and 16 years old during 1969.

Tables 19, 20 and 21 present the data for students categorized by "New Canadian" background. Students in Group 4, not born in Canada, English a second language, are the most likely to be below expected grade level -- a pattern that is more sharply defined year by year. Conversely, those born in Canada but who learned English as a second language are more likely than others to be above expected grade level. Special Class "A" placement is consistent with these data. Table 22 takes the students from Table 21 and describes them by programme rather than by expected grade. The patterns of placement are clear and consistent with the earlier data; the students who learned English as a second language occupy the extreme positions with those students born in Canada having the greatest proportion in the five-year programme and the least in special vocational, the opposite being true for those not born in Canada.

Tables 23, 24 and 25 repeat the data for the years of birth, this time subdivided by occupation. Again, there is a pattern which is clearer among the older students. It will be noted that the middle occupational groups (Groups 4, 5, 6 and 7) do not show a perfect pattern, but the rest of the occupations show the definite progression of change. In Table 25 the proportion of students below expected grade level or in special vocational

TABLE 19

DISTRIBUTION OF STUDENTS BORN IN 1963
(SIX YEARS OLD IN 1969) BY GRADE AND BACKGROUND

Background Code	N	Grade Level			Special Class*		Not ** Known	Total
		Below %	As Expected %	Above %	"A" %	"B" %	%	%
1	4167	1.7	87.1	0.7	0.2	1.3	9.0	100.0
2	2086	1.0	90.6	0.2	-	1.7	6.3	99.8
3	436	1.4	87.8	3.2	-	-	7.7	100.1
4	1258	2.4	89.0	1.2	-	0.9	6.6	100.1
TOTAL	7984[a]	1.6	88.3	0.8	0.1	1.3	7.8	99.9

* Special classes are divided into two groups - "A" includes Opportunity and Vocational; "B" includes classes such as Rehabilitation, Hard of Hearing, and Health.

** Students in ungraded programmes, New Canadian classes or for whom information was not available regarding placement are included under this heading.

a No information for 37 students.

TABLE 20

DISTRIBUTION OF STUDENTS BORN IN 1958
(ELEVEN YEARS OLD IN 1969) BY YEAR AND AGE

Background Code	N	Grade Level			Special Class*		Not ** Known	Total
		Below %	As Expected %	Above %	"A" %	"B" %	%	%
1	3926	21.4	64.2	6.8	4.2	1.6	1.8	100.0
2	1495	22.5	65.2	6.7	3.5	1.4	0.8	100.1
3	355	23.1	60.6	8.2	5.1	1.7	1.4	100.1
4	1373	49.0	41.4	1.8	5.5	0.6	1.7	100.0
TOTAL	7155[a]	27.0	59.8	5.9	4.4	1.4	1.6	100.1

* Special classes are divided into two groups - "A" includes Opportunity and Vocational; "B" includes classes such as Rehabilitation, Hard of Hearing, and Health.

** Students in ungraded programmes, New Canadian classes or for whom information was not available regarding placement are included under this heading.

a No information for 6 students.

TABLE 21

DISTRIBUTION OF STUDENTS BORN IN 1953
(SIXTEEN YEARS OLD IN 1969) BY YEAR AND AGE

Background Code	N	Grade Level			Special Class*		Not Known**	Total
		Below %	As Expected %	Above %	"A" %	"B" %	%	%
1	3302	39.4	43.4	11.8	5.1	-	0.2	100.1
2	900	28.1	52.4	16.4	3.0	-	-	99.9
3	417	48.9	34.8	12.0	3.8	-	0.5	100.0
4	1630	65.9	22.9	4.8	5.6	-	0.7	99.9
TOTAL	6260[a]	45.4	38.8	10.7	4.9	-	0.3	100.1

* Special classes are divided into two groups - "A" includes Opportunity and Vocational; "B" includes classes such as Rehabilitation, Hard of Hearing, and Health.

** Students in ungraded programmes, New Canadian classes or for whom information was not available regarding placement are included under this heading.

a No information for 11 students.

TABLE 22

DISTRIBUTION OF STUDENTS BORN IN 1953
(SIXTEEN YEARS OLD IN 1969)
BY PROGRAMME AND BACKGROUND

Background Code	N	Programme			Total* %
		2 & 3 Year %	4 Year %	5 Year %	
1	3302	12.9	30.1	51.7	94.7
2	900	6.2	23.7	67.1	97.0
3	417	11.8	30.2	53.7	95.7
4	1630	18.6	27.9	47.1	93.6
TOTAL	6260	13.4	28.6	52.8	94.8**

* Percentages based on all students; total includes only those students in 2 & 3 year, 4 year, or 5 year programmes (see preceding table).

** No information for 10 students.

classes is large among the occupational groups including labourers (Group 2), unemployed (Group 13) and housewives (Group 14). The largest proportion of students above expected grade level are found at the other end of the scale among children of professionals (Group 9).

Table 26 takes the students from Table 25 and describes them by programme rather than by expected grade. Again there are very clear differences. The students from the lower occupational categories are more likely than those from the higher categories to be in 2 - 3-year programmes, the reverse being true for the five-year programmes.

TABLE 23

DISTRIBUTION OF STUDENTS BORN IN 1963
(SIX YEARS OLD IN 1969) BY GRADE AND OCCUPATION

Occupation	N	Grade Level			Special Class*		Not Known**	Total
		Below %	As Expected %	Above %	"A" %	"B" %	%	%
2	3660	1.9	89.0	0.4	0.1	1.4	7.1	99.9
3	609	1.0	93.4	0.2	-	0.3	5.1	100.0
4	352	0.9	91.2	0.3	0.3	0.9	6.5	100.1
5	698	1.4	88.1	0.7	0.1	1.3	8.3	99.9
6	382	0.3	87.9	0.8	-	2.1	8.9	100.0
7	317	0.3	87.1	1.6	-	1.6	9.5	100.1
8	371	0.5	81.7	2.4	-	1.6	13.7	99.9
9	674	0.7	84.6	2.8	-	0.6	11.3	100.0
10	25	16.0	72.0	-	-	8.0	4.0	100.0
11	27	3.7	88.9	-	-	-	7.4	100.0
12	70	-	91.4	1.4	-	-	7.1	99.9
13	195	2.1	95.9	0.5	-	0.5	1.0	100.0
14	365	3.8	85.5	0.3	0.5	1.1	8.8	100.0
15	-	-	-	-	-	-	-	-
TOTAL	7984[a]	1.6	88.3	0.8	0.1	1.3	7.8	99.9

* Special classes are divided into two groups - "A" includes Opportunity and Vocational; "B" includes classes such as Rehabilitation, Hard of Hearing, and Health.

** Students in ungraded programmes, New Canadian classes or for whom information was not available regarding placement are included under this heading.

a No information for 239 students.

TABLE 24

DISTRIBUTION OF STUDENTS BORN IN 1958
(ELEVEN YEARS OLD IN 1969) BY GRADE AND OCCUPATION

Occupation	N	Grade Level			Special Class*		Not ** Known	Total
		Below %	As Expected %	Above %	"A" %	"B" %	%	%
2	3128	35.5	53.8	2.9	5.4	1.1	1.4	100.1
3	521	28.8	61.2	3.1	3.8	1.3	1.7	99.9
4	350	24.6	64.3	5.4	3.7	1.1	0.9	100.0
5	660	17.1	69.2	7.0	3.3	1.8	1.5	99.9
6	436	18.6	70.4	8.0	0.7	0.9	1.4	100.0
7	308	16.2	70.1	9.1	2.6	0.6	1.3	99.9
8	306	11.1	69.6	15.7	1.0	2.3	0.3	100.0
9	575	7.8	71.1	19.1	0.2	1.2	0.5	99.9
10	38	18.4	60.5	-	15.8	2.6	2.6	99.9
11	25	36.0	32.0	4.0	12.0	4.0	12.0	100.0
12	46	21.7	60.9	6.5	2.2	-	8.7	100.0
13	228	37.3	44.7	2.6	10.1	2.6	2.6	99.9
14	368	29.9	52.7	4.1	8.4	2.2	2.7	100.0
15	-	-	-	-	-	-	-	-
TOTAL	7155[a]	27.0	59.8	5.9	4.4	1.4	1.6	100.1

* Special classes are divided into two groups - "A" includes Opportunity and Vocational; "B" includes classes such as Rehabilitation, Hard of Hearing, and Health.

** Students in ungraded programmes, New Canadian classes or for whom information was not available regarding placement are included under this heading.

a No information for 166 students.

TABLE 25

DISTRIBUTION OF STUDENTS BORN IN 1953
(SIXTEEN YEARS OLD IN 1969) BY GRADE AND OCCUPATION

Occupation	N	Grade Level			Special Class*		Not ** Known	Total
		Below %	As Expected %	Above %	"A" %	"B" %	%	%
2	2414	56.4	30.9	5.9	6.5	-	0.3	100.0
3	496	47.4	37.9	9.3	5.0	-	0.4	100.0
4	352	39.5	43.8	11.1	5.4	-	0.3	100.1
5	629	39.0	46.3	12.1	2.4	-	0.3	100.1
6	448	37.7	45.1	13.8	2.7	-	0.7	100.0
7	293	38.2	45.4	15.0	1.4	-	-	100.0
8	332	26.5	53.6	17.8	2.1	-	-	100.0
9	528	21.6	51.9	25.6	0.4	-	0.6	100.1
10	85	29.4	50.6	11.8	8.2	-	-	100.0
11	17	70.6	17.6	-	11.8	-	-	100.0
12	29	51.7	24.1	10.3	10.3	-	3.4	99.8
13	136	58.8	23.5	4.4	12.5	-	0.7	99.9
14	272	50.4	34.6	5.5	9.6	-	-	100.1
15	4	75.0	25.0	-	-	-	-	100.0
TOTAL	6260[a]	45.4	38.8	10.7	4.9	-	0.3	100.1

* Special classes are divided into two groups - "A" includes Opportunity and Vocational; "B" includes classes such as Rehabilitation, Hard of Hearing, and Health.

** Students in ungraded programmes, New Canadian classes or for whom information was not available regarding placement are included under this heading.

a No information for 225 students.

TABLE 26

DISTRIBUTION OF STUDENTS BORN IN 1953
(SIXTEEN YEARS OLD IN 1969)
BY PROGRAMME AND OCCUPATION

Occupation	N	Programme			Total*
		2 & 3 Year %	4 Year %	5 Year %	%
2	2414	18.8	32.6	41.8	93.2
3	496	13.5	34.9	46.2	94.6
4	352	12.8	27.3	54.3	94.4
5	629	10.3	29.9	57.1	97.3
6	448	6.0	27.0	63.6	96.6
7	293	3.4	25.9	69.3	98.6
8	332	4.5	17.8	75.6	97.9
9	528	1.9	10.6	86.6	99.1
10	85	4.7	32.9	54.1	91.7
11	17	47.1	35.3	5.9	88.3
12	29	6.9	37.9	41.4	86.2
13	136	21.3	33.1	32.4	86.8
14	272	22.8	32.0	35.7	90.5
15	4	25.0	75.0	-	100.0
TOTAL	6260**	13.4	28.6	52.8	94.8

* Percentages based on all students; total includes only those students in 2 & 3 year, 4 year, or 5 year programmes (see preceding table).

** No information for 10 students.

DISCUSSION AND SUMMARY

Regardless of the clearly defined group trends and patterns in the data, it is important to remember that every group had students in all programmes; that every group had students in special classes. In other words no purpose will be served if the reader says, "But I know a student who_____." To repeat, the data show students from low and high income homes, immigrant and non-immigrant students in special classes. The data show, however, that the proportions of these students in special classes vary in a highly consistent pattern.

The pattern of results is easy to describe in terms of occupation. Starting with the categories "Unemployed" and "Welfare," then "Housewife" (mother only) and from there moving on an occupational scale from labourer to professional, there is a steady change in the proportions found by grade, programme and special class, the children of professionals being the most likely to be found in 5-year programmes and the least likely to be over-age or in a special class. Special classes which were grouped under "B" such as health, rehabilitation, deaf and limited vision show less relationship to occupation than do the other kinds of special classes such as opportunity and special vocational.

At first examination the "New Canadian" results may not show as clear a pattern; however, the data support the previous studies that have been done (Wright, 1970). The child who learned another language before or at the same time as English, but who was born in Canada, is a good student, unlikely to be in an opportunity or special vocational class, likely to be at or above expected grade level. For the same "bilingual" student, who was not born in Canada, age on arrival becomes a critical variable. The older

they were on arrival, the more likely they seem to be in special classes. This proportion begins to reduce sharply as we reach students who were 11 or older on arrival. One can only assume that these students, who have an apparent language handicap, are less likely to be recommended for special vocational school. By the time we get to age on arrival of 16 or older we find the highest proportion of students (from any age-on-arrival group) in the five-year programmes. These students are likely continuing a secondary school programme already started in the mother land. The older an English speaking immigrant is on arrival, the more likely he is to be in a special vocational class which clearly suggests that having had to learn English as a second language cannot be used as the only reason for explaining the placement of non-English speaking students. As for the non-English speaking immigrant, those who are older than 16 on arrival are seldom found in special vocational classes. However, schools have only a small proportion of their students 17 years of age or older. Also very interesting is the fact that unusual male-female differences can be seen in the proportions attending 2 - 3-year programmes. Among the older non-English speaking immigrants, females are more likely to be in such programmes while the reverse is true among the younger pupils.

This report is a documentation of the best available facts. It is not an explanation; one cannot say that unemployment directly causes poor school success. A few items might be drawn to the attention of the reader who wishes to move further and attempts to consider some of the reasons for the relationships that have been reported.

> "...it is difficult if not impossible to teach a hungry child. I would say it is even more difficult to teach a child who comes to school improperly rested."
>
> (Ginzberg, 1970)

> "It is clear that in the City of Toronto there are well-defined areas where the health of infants, as measured by their chances of survival within the first year of life, is definitely at a lower level than in the remaining areas of the city."
>
> (Anderson, 1970)

Miller (1970) studied factors relating to school success, the following were positively related to achievement:

> desire for education by both child and parents;
>
> a preference for future employment requiring intellectual rather than manual effort, opportunity rather than security;
>
> confidence in his own intellectual skills along with parental support.

The following were negatively related to achievement:

> the child feels grown-ups are too busy to spend time with him and there is a lack of freedom of discussion;
>
> parents are dominant and the child is submissive.

Not all the above factors were related to social class (occupational level) but they were all related to school achievement. Also in the U.S.A., Yee (1968) found that teachers in lower-class schools were less warm and responsive than those in middle-class schools and that the teachers who had been in the lower-class schools longer were more likely to dominate their pupils. These teachers seemed also to have more influence on the pupils' attitudes towards school.

The report has shown differences among different groups of students. The direction of the differences is consistent with most peoples' expectations and previous Ontario research (e.g., King, 1968). It is proper to ask the reader at this point whether it is reasonable ever to expect a situation where no differences would be found among the various groups. It is proper also

to suggest that the school cannot be expected to provide panaceas for society, let alone do so single-handedly. The school, however, can participate with the community in working for positive changes. The proposed Task Force would seem to be a dynamic and fruitful approach to examining and dealing with problems that are only suggested by the data in this report.

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APPENDIX A

TABLE 27

NUMBER OF STUDENTS
FROM UNCLASSIFIED COUNTRIES

Unclassified Countries	Number of Students
Chile	35
Morocco	32
Lebanon	24
Macedonia	23
Wales	15
Fiji Islands	13
Iraq	13
Peru	10
Norway	9
Bulgaria	8
British Hondures	7
Ecuador	7
Nigeria	7
Croatia	6
Columbia	5
Nicaragua	5
Viet Nam	5
Costa Rica	4
Estonia	3
Guatemala	3
Panama	3
Albania	2
Kuwait	2
Luxemburg	2
New Guinea	2
Tunisia	2
Zambia	2
Algeria	1
Arabia (United Arab Republic)	1
Armenia	1
Cambodia (Indo-China)	1
Congo	1
Dahar	1
Dominican Republic	1
Honduras	1
Iran	1
Libya	1
Liechenstein	1
Slovenia	1
Sudan	1
Tanganyika	1
Brunei (NW Borneo)	1
TOTAL	265

TABLE 28

UNCLASSIFIED LANGUAGES SUMMARIZING ALL UNCLASSIFIED LANGUAGES WHETHER LEARNED BEFORE ENGLISH OR AT THE SAME TIME AS ENGLISH

Unclassified Languages*	Number of Students
Philipino and Tagalog	33
Afrikaans	24
Albanian	14
Swiss	14
Egyptian	13
Flemish	11
Swahili	11
Jamaican	9
Lebanese	7
Vietnamese	5
Assyrian	5
Fijian	4
Luxembourgish	4
Nigerian	4
Ceylonese and Sinhalese	3
Amharic	2
Brazilian	2
Gujarati	2
Guyanese	2
Mexican	2
Ngumbi (?)	2
Syric	2
Romany	2
Malay	1
Creole	1
Cyprus (Greek or Turkish)	1
Funigulo (?)	1
Icelandic	1
Iranian	1
Iraqi	1
Karlovoe (?)	1
Persian	1
Popimento (?)	1
Sylvanian (?)	1
Sango (?)	1
Turatey (?)	1
Yoruba	1
Thai	1
Keswali	1
Burmese	1
TOTAL	194

* See note on following page.

NOTE: re Unclassified Languages

Every effort has been made to record the languages as the children intended to report them. Some categories do not represent the appropriate linguistic name for the language spoken in a country, e.g., Egyptian rather than Arabic, Brazilian rather than Portuguese, but these were not discovered until after editing was completed. Others with (?) as reported by student.

APPENDIX B

Copies of Questionnaire and Instructions

sent to

Students, Teachers and Principals.

To All Principals:

Following a request from the Board's committee on Educating New Canadians, it is necessary to ask your assistance in collecting some information about <u>all</u> the students in your school. So that every student in the City will be included once, and only once, the information is to be recorded for <u>all the students on the roll</u> May 1, 1970.

Computer printed labels have been prepared to utilize the information previously collected from the schools so that this information will not have to be collected a second time.

(A) 1. Every class will get the set of labels for that class.

2. Every class will get enough blank questionnaires for each student.

3. The teacher for that class will receive a copy of the letter "To All Teachers."

(B) The teacher will collect the student information.

(C) The completed questionnaires and the teacher's letter with a record of the time she spent will be collected.

(D) Please arrenge to collect the completed questionnaires and have them returned to the Research Department by May 11, 1970.

(E) Please enclose this sheet with answers to the following, so that it will be possible to record the amount of time a task such as this requires!

Time spent by principal (and vice-principal)_____

Time spent by school's office staff_____

SCHOOL_____

Please thank your staff for their work. These data will provide facts regarding the present discussion about which children are in which classes and programmes.

The data on "time" will be used to show the cost of "simple" requests which schools so often meet.

E. N. WRIGHT,
Director of Research.

To All Teachers:

Following a request by the Board's committee on Educating New Canadians, it is necessary to ask your assistance in collecting some information about the students in your class. The computer has been used so that no information that has already been recorded is being asked for again. This information has been preprinted on separate labels.

Every student in the City is to be included (and included only once) in this study, therefore, please include all students on the roll May 1, 1970.

If the students in your class are old enough they can complete the questionnaire under your direction. Collect the sheets, check the responses and make sure all questions are answered. THEN, and only then, affix student label.

For younger pupils and abstentees, the teacher will have to complete the questionnaire using O.S.R. information, and if necessary, ask the pupil to bring the information from home. PLEASE do not affix the label until the questionnaire is completed.

> NOTE: For the questions about parents' jobs, the occupation needs to be specified (not the name of the employer). A full description of a job is preferred to one that is too short, e.g., please don't let students use a category like "engineer"; a civil engineer, a stationary engineer and a railway engineer are different jobs!

We are also interested in accurately reporting the amount of time a task such as this requires! Please complete the following:

If the students completed the questionnaires in class:

how much class time did it take_____

how much additional time did it take you to check the replies, complete the forms for absentees, etc._____

If you had to complete the questionnaires yourself, how much time did it take, including contacting the parents where it was necessary_____

We have asked your principal to arrange for the collection and return of this letter and the completed student questionnaires.

THANK YOU!

E. N. WRIGHT,
Director of Research.

STUDENT DATA SHEET (MAY 1970)

NAME:_____ SCHOOL:_____

PLACE LABEL HERE ON COMPLETED FORMS

Check the boxes and fill in the blanks that apply to you.

Do not write in this space.

Were you born in Canada? YES ☐ what province?_____

NO ☐ what country?_____

6 7 8

If you answered "NO" how old were you when you came to Canada? _____ years old.

9 10

- - - - - - - - - - -

Was English the first language you learned to speak? YES ☐ NO ☐

11 12 13

If you answered "NO" what language did you learn to speak first?_____

Did you learn to speak English and another language at the same time?..... YES ☐ NO ☐

14 15 16

If you answered "YES," what was the other language?_____

How often do your parents speak English at home? (check one)

Never ☐

Sometimes ☐

Always ☐

17

- - - - - - - - - - -

Are both parents alive and living with you? (check one)

Both ☐

Only Mother ☐

Only Father ☐

Neither ☐

18

What is your father's job now?_____

What is your mother's job now?_____

19 20 21 22

If neither parent lives with you what is the job of the head of the household where you live?_____

23 24 25 26